



July 2007

DEPARTMENT OF EDUCATION
2006–2007 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. The *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2006-2007 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science and technology at grades 4 and 8, based on achievement standards set last year and disaggregated by student and school characteristics. The reports also contain baseline status in writing at grades 5 and 8, reported according to new standards set this year through a process approved by advisory committees and informed by Maine teachers. This report, together with MEA individual student and subject specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The writing reports provide information on a student's ability to respond to a prompt measuring narrative writing at grade 5 and persuasive/argumentative writing at grade 8. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 6

Test Date: March 2007 (Reports Revised October 2007)
ID: 10071138
District: Auburn School Department
School: Washburn School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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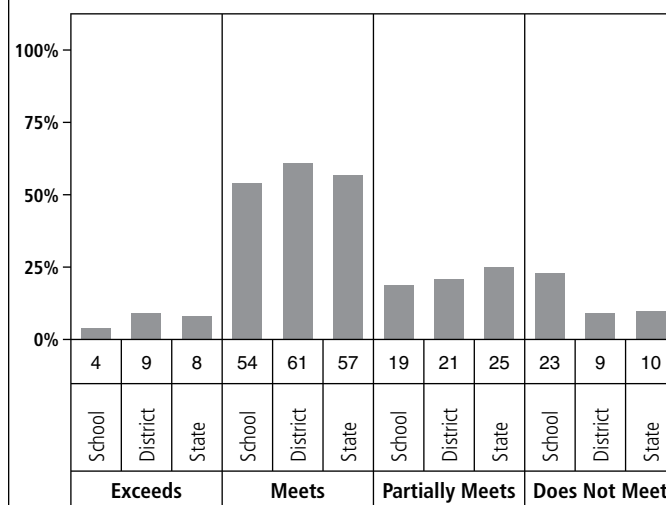
SUMMARY OF SCORES

Date: March 2007
Grade: 6
District: Auburn School Department
School: Washburn School

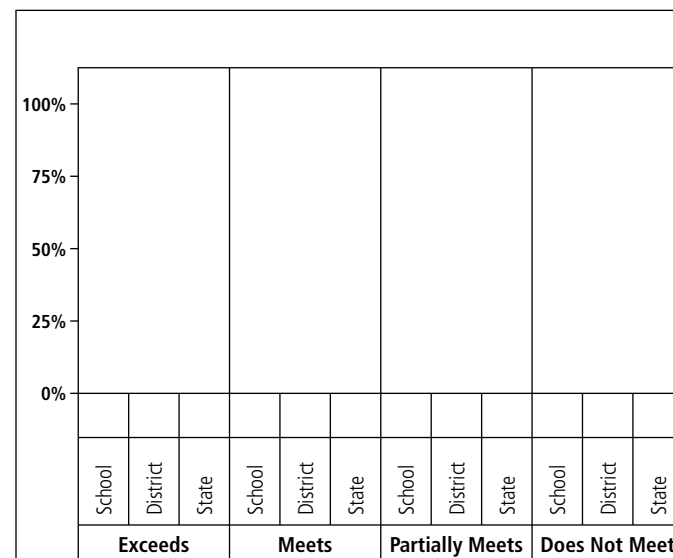
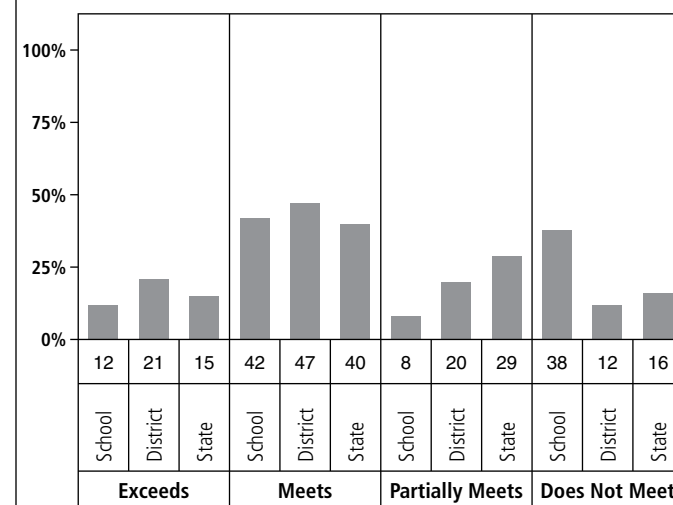
Summary of School, District, and State Scores

Year	Average Scaled Score		
	School	District	State
ELA – Reading 2005–2006 2006–2007 Cum. Avg. *	642 642	645 647 646	644 646 645
Mathematics 2005–2006 2006–2007 Cum. Avg. *	638 638	645 648 646	641 643 642

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Date: March 2007
 Grade: 6
 District: Auburn School Department
 School: Washburn School

CATEGORY OF PARTICIPATION		Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
								ELA-Reading						Mathematics																	
		School		District		State		School		District		State		School		District		State		School		District		State		School		District		State	
		n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students		26	100	238	100	14621	100	26	100	235	99	14494	99	26	100	237	100	14498	99												
Ethnicity	African American	2	8	12	5	358	2	2	100	10	83	351	98	2	100	11	92	355	99												
	American Indian/Native Alaskan	0	0	1	0	106	1	0	0	1	100	105	99	0	0	1	100	106	100												
	Asian/Pacific Islander	0	0	3	1	214	1	0	0	2	67	212	99	0	0	3	100	213	100												
	Hispanic	0	0	4	2	164	1	0	0	4	100	160	99	0	0	4	100	159	98												
	White	24	92	218	92	13776	94	24	100	218	100	13665	99	24	100	218	100	13664	99												
	Not Reported	0	0	0	0	3	0	0	0	0	0	1	33	0	0	0	0	1	33												
Identified disability		9	35	51	21	2570	18	9	100	50	98	2519	99	9	100	50	98	2521	99												
Current LEP		0	0	7	3	292	2	0	0	5	71	284	97	0	0	7	100	290	99												
Economically disadvantaged		13	50	108	45	5456	37	13	100	106	98	5389	99	13	100	107	99	5391	99												
Migrant		0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100												

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics																	
	School		District		State		School		District		State		School		District		State		School		District		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	14	54	147	62	11904	81	14	54	147	62	11926	82												
Identified disability (PET/IEP)	1	7	2	1	471	4	1	7	2	1	491	4												
LEP	0	0	3	2	159	1	0	0	3	2	165	1												
504 plan	1	7	4	3	162	1	1	7	4	3	164	1												
Participation with accommodations	12	46	85	36	2382	16	12	46	88	37	2380	16												
Identified disability (PET/IEP)	8	67	46	54	1855	78	8	67	46	52	1843	77												
LEP	0	0	1	1	110	5	0	0	4	5	120	5												
504 plan	0	0	2	2	58	2	0	0	2	2	56	2												
Other	4	33	36	42	389	16	4	33	36	41	390	16												
Participation through alternate assessment (PAAP)	0	0	2	1	198	1	0	0	2	1	192	1												
Identified disability (PET/IEP)	0	0	2	100	193	97	0	0	2	100	187	97												
LEP	0	0	0	0	5	3	0	0	0	0	5	3												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
Approved non-participation in reading – 1st year LEP	0	0	1	0	10	0																		
Approved non-participation – special consideration	0	0	0	0	22	0	0	0	0	0	22	0												
Non-participation – other	0	0	3	1	105	1	0	0	1	0	101	1												

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Date: March 2007
Grade: 6
District: Auburn School Department
School: Washburn School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 661–680)	2005-2006 2006-2007 Cum. Avg.	1 1	4 4	19 20 20	8 9 8	1176 1132 1154	8 8 8
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 641–660)	2005-2006 2006-2007 Cum. Avg.	14 14	54 54	137 141 139	56 61 58	7612 8127 7870	51 57 54
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 629–640)	2005-2006 2006-2007 Cum. Avg.	5 5	19 19	58 49 54	24 21 23	4080 3549 3815	27 25 26
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 600–628)	2005-2006 2006-2007 Cum. Avg.	6 6	23 23	32 22 27	13 9 11	2005 1478 1742	13 10 12

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	56	100	31.2	55.7	34.4	61.4	33.8	60.4
Literary Text	28	50	14.7	52.5	16.4	58.6	16.0	57.1
Informational Text	28	50	16.5	58.9	18.0	64.3	17.7	63.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short authentic texts, selected from developmentally appropriate published works. Items on the MEA measure Grade Level Expectations, based on Maine’s *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Date: March 2007
 Grade: 6
 District: Auburn School Department
 School: Washburn School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	26	1	4	14	54	5	19	6	23	642	232	9	61	21	9	647	14286	8	57	25	10	646
Ethnicity																						
African American	2										9	0	56	22	22	641	339	2	46	25	26	639
American Indian/Native Alaskan	0										1						104	4	42	30	24	640
Asian/Pacific Islander	0										2						208	9	54	26	11	647
Hispanic	0										4						159	6	50	26	18	643
White	24	1	4	13	54	5	21	5	21	643	216	9	60	21	9	647	13475	8	57	25	10	646
Not Reported	0										0						1					
Identified disability																						
Yes	9	0	0	2	22	3	33	4	44	633	48	0	35	27	38	635	2326	1	25	39	35	635
No	17	1	6	12	71	2	12	2	12	647	184	11	67	20	2	650	11960	9	63	22	6	648
Limited English proficient students																						
Current LEP in first year	0										0						1					
Current LEP beyond first year	0										4						268	1	32	33	34	635
Economically disadvantaged																						
Yes	13	1	8	5	38	3	23	4	31	639	104	2	53	27	18	642	5269	3	46	33	17	641
No	13	0	0	9	69	2	15	2	15	645	128	14	67	16	2	651	9017	11	63	20	6	649
Migrant																						
Yes	0										0						8	0	63	13	25	641
No	26	1	4	14	54	5	19	6	23	642	232	9	61	21	9	647	14278	8	57	25	10	646
Gender																						
Female	18	1	6	11	61	3	17	3	17	644	132	9	61	21	8	648	6997	11	60	21	8	648
Male	8	0	0	3	38	2	25	3	38	637	100	8	60	21	11	646	7288	5	54	28	12	644
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	4										24	0	25	50	25	637	1187	3	35	42	20	639
No	22	1	5	12	55	4	18	5	23	643	208	10	65	18	8	648	13099	8	59	23	9	647
Gifted/talented program																						
Yes	1										12	33	58	8	0	658	489	35	61	4	0	659
No	25	1	4	13	52	5	20	6	24	642	220	7	61	22	10	646	13797	7	57	26	11	646

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Date: March 2007
Grade: 6
District: Auburn School Department
School: Washburn School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	8	0	0	2	100	0	0	0	0	649	5	0	45	9	45	635	5	4	40	30	26	639
B. less than one hour	73	1	5	9	47	3	16	6	32	640	69	10	61	20	9	648	60	8	58	24	10	646
C. one to two hours	19	0	0	3	60	2	40	0	0	646	23	7	65	24	4	648	32	9	59	25	7	647
D. more than two hours	0										3	0	50	50	0	640	3	6	47	28	19	643
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	19	1	20	3	60	1	20	0	0	650	37	12	60	24	5	649	39	11	62	21	6	648
B. They match some of what I have learned.	62	0	0	7	44	4	25	5	31	639	52	8	63	21	8	647	49	7	57	27	9	646
C. They match just a little of what I have learned.	12	0	0	3	100	0	0	0	0	651	7	0	56	13	31	639	9	5	42	31	21	641
D. There is no match.	8	0	0	1	50	0	0	1	50	634	4	0	44	11	44	636	3	2	29	30	39	634
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	27	0	0	5	71	1	14	1	14	646	29	18	56	15	12	649	27	16	63	14	7	651
B. good	54	1	7	7	50	4	29	2	14	644	48	7	67	21	5	648	55	6	60	26	9	646
C. fair	12	0	0	1	33	0	0	2	67	629	20	0	57	26	17	641	16	1	43	37	18	640
D. poor	8	0	0	1	50	0	0	1	50	634	3	0	43	43	14	639	2	1	24	46	30	635
How difficult was the reading part of this test?																						
A. harder than my regular schoolwork	28	0	0	2	29	1	14	4	57	632	20	7	47	20	27	641	14	6	48	26	20	642
B. about the same as my regular schoolwork	60	1	7	8	53	4	27	2	13	646	65	11	63	21	5	649	65	8	59	25	8	647
C. easier than my regular schoolwork	12	0	0	3	100	0	0	0	0	647	16	3	69	25	3	648	21	9	58	24	9	646
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	24	0	0	1	17	2	33	3	50	630	9	0	30	35	35	634	7	2	30	36	33	636
B. Most of the passages were about the same as what I normally read.	44	1	9	6	55	1	9	3	27	644	53	9	63	20	8	648	49	5	55	29	10	645
C. Most of the passages were easier than what I normally read.	32	0	0	6	75	2	25	0	0	647	38	9	66	20	5	649	44	12	64	18	6	649
How hard did you try on the reading part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	52	1	8	5	38	4	31	3	23	641	59	8	59	24	10	646	46	7	56	26	11	645
B. I tried about the same as I do on my regular schoolwork.	40	0	0	7	70	1	10	2	20	643	37	11	67	15	7	649	50	9	60	24	8	647
C. I did not try as hard on this test as I do on my regular schoolwork.	8	0	0	1	50	0	0	1	50	634	4	0	40	30	30	639	3	3	39	33	26	639
How much time do you spend reading at home each day?																						
A. more than one hour	15	0	0	3	75	1	25	0	0	645	14	12	67	15	6	650	18	12	61	19	8	649
B. 20 minutes to an hour	54	1	7	6	43	4	29	3	21	642	62	10	60	22	7	648	51	9	60	23	7	647
C. less than 20 minutes	15	0	0	3	75	0	0	1	25	645	11	4	62	12	23	642	13	5	53	28	14	644
D. I rarely read at home.	15	0	0	2	50	0	0	2	50	638	13	0	55	31	14	642	18	2	47	34	17	641
Optional school/district question																						
A.	0										0											
B.	0										17	0	100	0	0	648						
C.	0										17	0	100	0	0	646						
D.	0										67	0	50	0	50	635						

MATHEMATICS RESULTS

Date: March 2007
Grade: 6
District: Auburn School Department
School: Washburn School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 661–680)	2005-2006			41	17	1463	10
	2006-2007	3	12	49	21	2092	15
	Cum. Avg.	3	12	45	19	1778	12
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 641–660)	2005-2006			104	42	5914	40
	2006-2007	11	42	111	47	5731	40
	Cum. Avg.	11	42	108	45	5823	40
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 627–640)	2005-2006			53	22	4494	30
	2006-2007	2	8	47	20	4175	29
	Cum. Avg.	2	8	50	21	4335	30
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 600–626)	2005-2006			47	19	3014	20
	2006-2007	10	38	28	12	2308	16
	Cum. Avg.	10	38	38	16	2661	18

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	18	32	7.1	39.4	9.3	51.7	8.3	46.1
Cluster 2: Shape and Size	14	25	5.8	41.4	7.3	52.1	6.7	47.9
Cluster 3: Mathematical Decision Making	8	14	5.3	66.3	6.0	75.0	5.6	70.0
Cluster 4: Patterns	16	29	9.7	60.6	11.5	71.9	10.8	67.5

- Cluster 1: Numbers and Operations**
 A. Numbers and Number Sense
 B. Computation
 I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
 E. Geometry
 F. Measurement
- Cluster 3: Mathematical Decision Making**
 C. Data Analysis and Statistics
 D. Probability
- Cluster 4: Patterns**
 G. Patterns, Relations, and Functions
 H. Algebra Concepts
 K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Date: March 2007
 Grade: 6
 District: Auburn School Department
 School: Washburn School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	26	3	12	11	42	2	8	10	38	638	235	21	47	20	12	648	14306	15	40	29	16	643
Ethnicity																						
African American	2										11	9	36	18	36	633	350	4	29	32	35	633
American Indian/Native Alaskan	0										1						105	7	22	37	34	634
Asian/Pacific Islander	0										3						211	24	37	27	12	648
Hispanic	0										4						158	11	36	30	23	640
White	24	3	13	10	42	2	8	9	38	639	216	22	48	19	11	649	13481	15	41	29	15	644
Not Reported	0										0						1					
Identified disability																						
Yes	9	1	11	0	0	1	11	7	78	623	48	4	27	35	33	633	2334	3	18	32	47	628
No	17	2	12	11	65	1	6	3	18	645	187	25	52	16	6	651	11972	17	44	29	10	646
Limited English proficient students																						
Current LEP in first year	0										1						10	0	20	20	60	627
Current LEP beyond first year	0										6	0	17	33	50	627	275	5	24	29	41	631
Economically disadvantaged																						
Yes	13	3	23	1	8	1	8	8	62	631	106	16	37	25	22	641	5282	7	32	36	26	637
No	13	0	0	10	77	1	8	2	15	644	129	25	56	16	4	653	9024	19	45	25	10	647
Migrant																						
Yes	0										0						8	13	50	13	25	639
No	26	3	12	11	42	2	8	10	38	638	235	21	47	20	12	648	14298	15	40	29	16	643
Gender																						
Female	18	2	11	10	56	1	6	5	28	643	133	18	49	21	12	647	7004	14	41	30	15	644
Male	8	1	13	1	13	1	13	5	63	626	102	25	45	19	12	649	7301	15	39	29	17	643
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	4										25	0	28	40	32	634	1196	3	24	43	30	634
No	22	3	14	9	41	2	9	8	36	638	210	23	50	18	10	649	13110	16	42	28	15	644
Gifted/talented program																						
Yes	1										12	83	17	0	0	668	489	59	37	4	1	664
No	25	3	12	10	40	2	8	10	40	637	223	17	49	21	13	647	13817	13	40	30	17	643

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Date: March 2007
Grade: 6
District: Auburn School Department
School: Washburn School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%		
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	8 73 19 0	1 1 1	50 5 20	0 8 3	0 42 60	1 1 0	50 5 0	0 9 1	0 47 20	647 634 646	5 70 23 3	18 25 13 0	18 43 67 50	36 20 15 33	27 12 6 17	636 648 649 641	5 60 32 3	11 15 15 12	29 41 41 34	25 29 30 31	35 15 13 23	635 644 644 639
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics? A. The questions on the test match what I have learned in mathematics class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	38 50 8 4	2 0 1 0	20 0 50 0	4 7 0 0	40 54 0 0	1 0 0 1	10 0 0 100	3 6 0 0	30 46 50 0	640 635 644 632	55 38 5 2	27 13 18 20	50 48 27 0	17 20 27 80	6 18 27 0	651 644 642 642	47 42 9 2	19 12 7 5	44 39 27 14	26 32 36 24	11 17 30 57	647 642 635 625
Which of the following best describes how you rate yourself as a student in mathematics? A. very good B. good C. fair D. poor	23 58 15 4	1 2 0 0	17 13 0 0	3 7 1 0	50 47 25 0	0 1 0 1	0 7 0 100	2 5 3 0	33 33 75 0	640 639 629 632	33 49 13 5	47 11 0 9	42 55 45 18	7 22 35 45	4 12 19 27	659 645 638 633	28 50 19 3	31 11 3 2	45 44 28 16	16 31 43 41	8 14 27 41	652 643 635 629
How difficult was the mathematics part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	27 50 23	0 2 1	0 15 17	1 8 2	14 62 33	0 1 1	0 8 17	6 2 2	86 15 33	619 646 641	17 61 22	8 19 37	36 53 41	26 20 18	31 8 4	637 649 655	23 62 15	7 14 30	35 43 40	34 30 21	25 14 10	638 644 651
How hard did you try on the mathematics part of this test? A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	65 15 19	1 1 1	6 25 20	8 3 0	47 75 0	1 0 1	6 0 20	7 0 3	41 0 60	637 652 628	52 42 6	16 27 23	45 53 23	25 14 23	14 6 31	646 651 641	47 49 3	13 17 13	40 41 30	31 28 27	17 14 30	643 645 638
How often do you use hands-on materials in mathematics class? A. almost every day B. two or three days a week C. two or three times each month D. never	58 19 19 4	1 0 2 0	7 0 40 0	8 2 0 1	53 40 0 100	0 1 0 0	0 20 20 0	6 2 2 0	40 40 40 0	637 630 642 652	26 38 26 10	14 31 18 9	42 50 55 35	27 11 20 39	17 8 7 17	643 652 650 641	16 35 38 12	11 14 16 15	34 41 43 36	34 29 28 29	22 15 13 20	640 644 645 642
Which statement best describes the use of calculators in mathematics class? A. Calculators are used daily. B. Calculators are used once or twice a week. C. Calculators are used once or twice a month. D. Calculators are rarely or never used.	46 15 12 27	2 0 0 1	17 0 0 14	9 2 0 0	75 50 0 0	0 1 0 1	0 25 0 14	0 1 3 5	8 25 100 71	649 642 615 625	13 58 16 12	13 27 16 7	52 49 35 52	23 18 24 21	13 6 24 21	645 651 642 641	11 40 25 24	15 15 15 13	36 42 40 40	30 28 30 30	19 15 14 18	642 644 644 642
On average, how many minutes a day do you spend working on mathematics in class? A. less than 30 minutes B. 30–45 minutes C. 45–60 minutes D. more than 60 minutes	12 4 8 77	1 0 0 2	33 0 0 10	1 0 1 9	33 0 50 45	1 0 0 1	33 0 0 5	0 1 1 8	0 100 50 40	648 626 636 637	5 12 33 50	9 25 26 18	64 29 51 47	18 29 18 20	9 18 4 15	645 645 652 647	7 37 42 14	10 12 17 17	30 39 43 40	28 32 27 28	32 17 12 14	636 642 646 645
Optional school/district question A. B. C. D.	0 0 0 0										0 17 17 67			100 0 0 50	0 0 0 25	636 646 646 631						